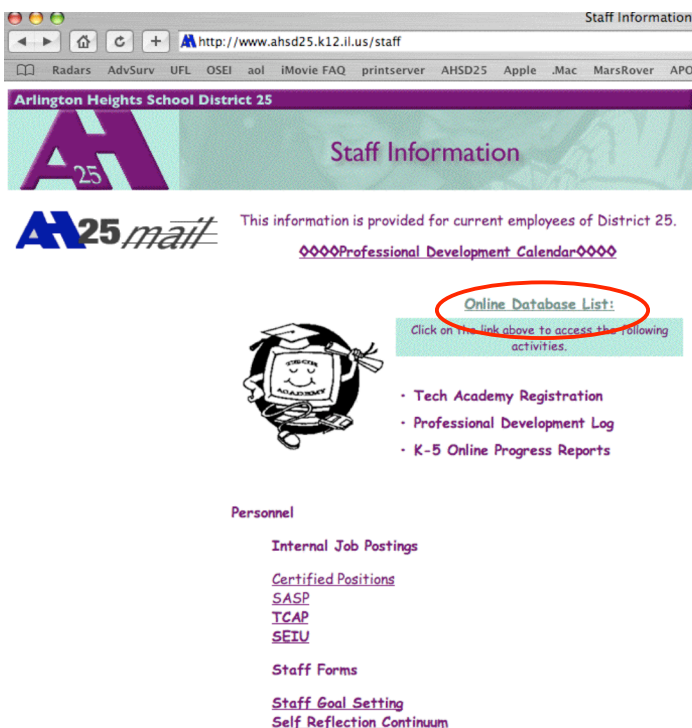
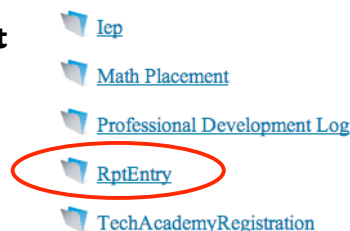


## The New K-5 Online Progress Reports Common Items for all grades [Pages 1-5]

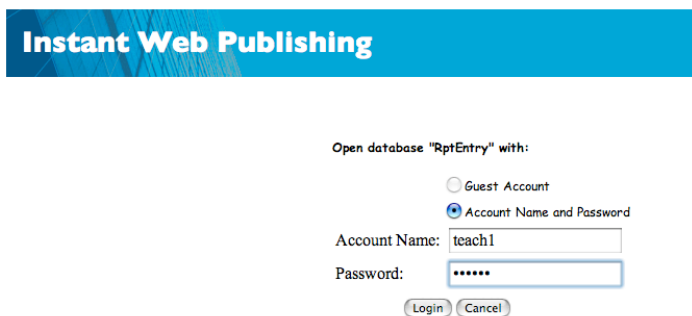
1. Access the District 25 Web site with your browser from home or at school.
2. After the District 25 URL, type a forward slash [ / ] and the word staff. This page opens.
3. Select the Online Database List link.



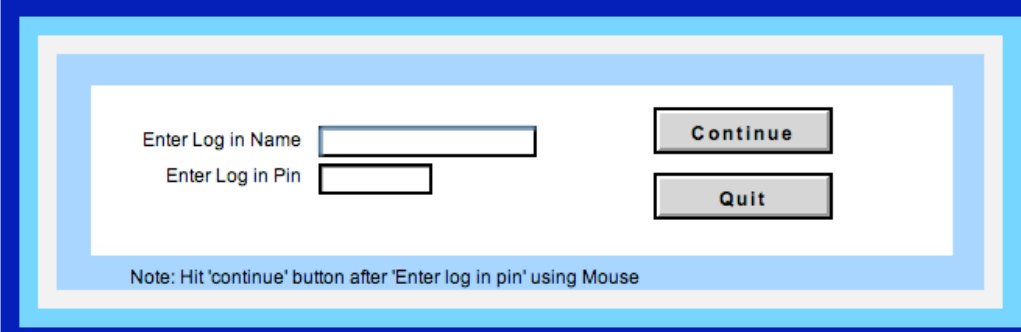
4. This page opens.
5. Select RptEntry, which will take you to the first login screen.



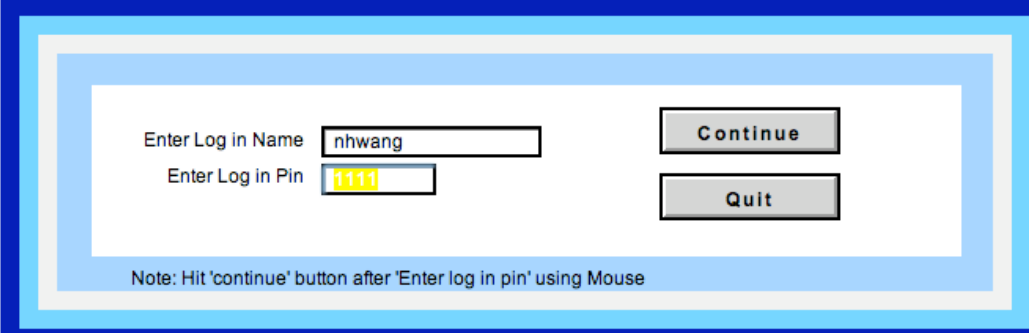
6. On this Web page, the account name and password are the same: teach1 and teach1; that is - teach and the number 1, both times, no spaces, lower case.
7. Click on Login.



**8. On this page, you will enter your own user name and Log in Pin that has been assigned to you in the**

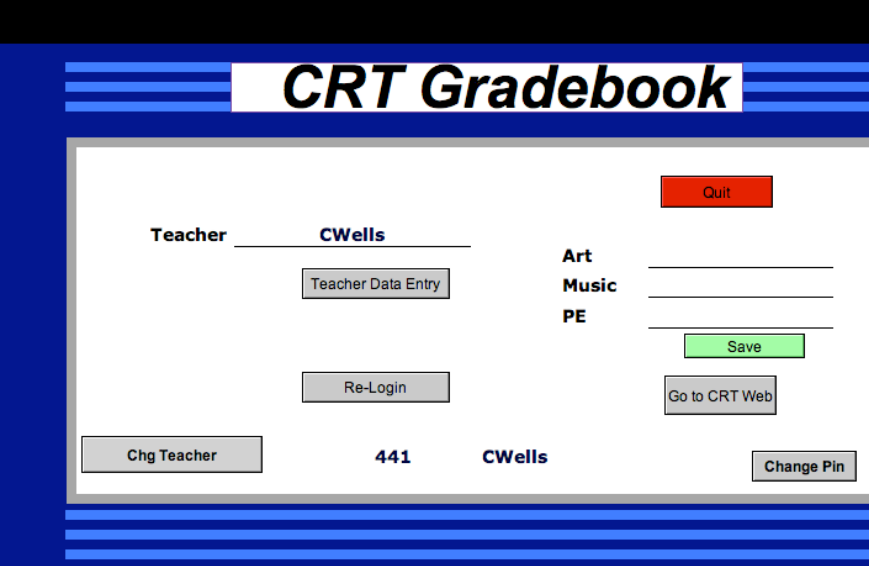


**Student Information System. You will change your Log in Pin at the next screen. Depending on your assignment, and that you are a K-5 classroom teacher, your user name is typically your first initial and your last name, no spaces, lower case. The default Log in Pin is 1111 – that is four ‘number ones’, which are typed in white. Also at this time you must use the mouse (or trackpad) and NEVER use the back**



**button on your browser. Hitting the Return key, the Enter key, or the Back Button in your browser will not work with FileMaker Pro online. If you forget and hit Return, Enter, or the Back Button, the program may act weird. Not to worry; it is not broken or messed up for real. Just get back to the first login screen and start over. You may have to quit your browser to do this.**

**9. The first thing to do here is to enter the names of the Art, Music and PE teachers. Type in their names on the lines provided by clicking on one line and then typing the name. Repeat for each teacher. Now click ‘Save.’**



**10. To change your Log in Pin, click on Change Pin and change your Pin. You will need to remember what you change the Log in Pin to at this time. Write it down? Email it to yourself? Click on Back.**

**11. Click on Teacher Data Entry. This page displays the names of your students for this school year.**

**12. Click on a student name to see your Progress Report. This is Kindergarten. This is a database, not a spreadsheet. What you are seeing is a Web view of a layout called Kindergarten Progress Report. This layout is not intended to be printed. Printing requires another step.**

## CRT Gradebook

Quit

Teacher NHwang

Change Pin 1111

Back

Kindergarten		Man
Student Name	Instructor	NHwang
Emma	K1IAM	
Angeline	K1IAM	
Michael	K1IAM	
a. Gianluca	K1IAM	
e. Keyce	K1IAM	
Joseph	K1IAM	
Tyler	K1IAM	
r. Samantha	K1IAM	
Daniel	K1IAM	
Christina	K1IAM	
Shi	K1IAM	
Katarina	K1IAM	
Chris	K1IAM	
Michelle	K1IAM	
Ryan	K1IAM	
ds. Clare	K1IAM	
iz. Jazmin	K1IAM	
er. Luke	K1IAM	
ad. Emily	K1IAM	
os. Zoey	K1IAM	
tan. Avery	K1IAM	
eski. Kamil	K1IAM	
i. Alexis	K1IAM	
Callin	K1IAM	
Timmy	K1IAM	
ia. Sean	K1IAM	
z. Aidan	K1IAM	
Clarissa	K1IAM	
Emilia	K1IAM	
Jauren	K1IAM	
Hannah	K1IAM	
Kendra	K1IAM	
Lauryn	K1IAM	
Jack	K1IAM	
i. Colin	K1IAM	
i. Melanie	K1IAM	
a. Hanna	K1IAM	
n. Jack	K1IAM	
ti. Ghassan	K1IAM	
Erik	K1IAM	
Ja. Veronica	K1IAM	
vic. Aleksandar	K1IAM	
i. Alexandra	K1IAM	

Student Name \_\_\_\_\_ K \_\_\_\_\_

Grade \_\_\_\_\_

Reading	1	2	3
Names uppercase letters out-of-sequence.			
Names lowercase letters out-of-sequence.			
Associates letters with the sounds they represent.			
Blends letter sounds to make words.			
Recognizes sight words.			
Makes predictions based on illustrations or parts of a story.			
Retells a familiar story in sequence.			
Connects information and events in stories to own experiences.			

Writing	1	2	3
Uses pictures to express ideas.			
Writes letters to imitate writing.			
Writes words phonetically.			
Writes words to express a complete thought (sentence).			

Speaking and Listening	1	2	3
Listens attentively.			
Takes turns speaking.			
Participates in class discussions related to a specific topic.			
Asks questions to clarify meaning.			

Mathematics	1	2	3
Identifies six basic shapes.			
Counts by 1s (up to 110 by the end of the year).			
Counts by 10s (up to 110 by the end of the year).			
Recognizes numerals out of sequence.			
Writes numerals as requested.			
Compares simple patterns.			
Counts objects using one-to-one correspondence.			
Demonstrates knowledge of numbers in real life situations.			

Science and Social Science	1	2	3
Participates in social science activities which provide an understanding of self, family, and school.			
Participates in science activities by predicting, questioning, experimenting, observing, comparing, and communicating conclusions.			

Mrs. Carol Wells  
Teacher

Arlington Heights School District 25  
Olive-Mary Stitt School  
2008-2009  
Arlington Heights, Illinois

**Academic Indicators**

**I** Independent: After a skill is taught, a student is able to perform the skill or activity independently.

**D** Developing: The student is well on his or her way to mastery but is not consistently independent when applying the skill.

**B** Beginning: The student has not mastered the objective and needs assistance from the teacher.

**N** The skill is not being evaluated at the time of reporting.

Formal modification to a program includes adjusting the learning goals and expectations to meet the needs of an individual. Usually another teacher is involved in modifying a child's program.

Formal Modified Program (if modified)	1	2	3
Reading			
Writing			
Speaking and Listening			
Mathematics			

Student Services (if any)	1	2	3
Speech/Language			
Literacy Support			
English as a Second Language			
Other			

Student Name \_\_\_\_\_ K \_\_\_\_\_

Grade \_\_\_\_\_

Skills and behaviors that support learning	1	2	3
Follows school and classroom rules.			
Demonstrates consistent effort.			
Sustains attention to a task over a period of time.			
Accepts responsibility.			
Follows directions.			
Uses class time appropriately.			
Works cooperatively with others.			
Handles conflict appropriately.			

Comments:

NIA Nancy Hwang  
Teacher

**Behavioral Indicators**

**S** Satisfactory

**D** Developing

**N** Needs Improvement

Set Behavior	Q 1	Q 2	Q 3
Set Behavior Q 1			
Set Behavior Q 2			
Set Behavior Q 3			

### 13. To print a progress

**report, click on the Print button. The layout changes to one called Print Layout. The Print Layout does not include any of the buttons that you needed to give grades or any of the extraneous information that you may have noticed.**

Student Name	Grade	4
Mathematics	1	2
MP		
Academic Progress		
Effort	✓	

Mathematics Skills	1	2	3
Understands concepts	✓		
Uses estimation skills	✓		
Uses problem solving skills	✓		
Knows and uses number facts accurately	✓		
Communicates mathematically	✓		

Reading	1	2	3
MP			
Academic Progress			
Effort	✓		

Reading Skills	1	2	3
Applies word analysis	✓		
Uses context clues	✓		
Shows vocabulary growth	✓		
Demonstrates literal comprehension	✓		
Demonstrates inferential comprehension	✓		
Recognizes story elements (setting, characters, problem, resolution)	✓		
Reads fluently	✓		
Reads independently	✓		

Communication	1	2	3
MP			
Academic Progress			
Effort	✓		

Oral Skills	1	2	3
Uses spoken language effectively	✓		
Communicates ideas and information	✓		
Asks and answers questions	✓		

Science/Health	1	2	3
MP			
Academic Progress			
Effort	✓		

Science/Health Skills	1	2	3
Understands concepts	✓		
Participates in activities	✓		
Applies scientific method	✓		

Written Skills	1	2	3
Focus	✓		
Support/Elaboration	✓		
Organization	✓		
Applies language mechanics	✓		
Writes legibly	✓		
Learns spelling lists	✓		
Applies spelling skills	✓		

Mrs. Janet Joy  
Teacher

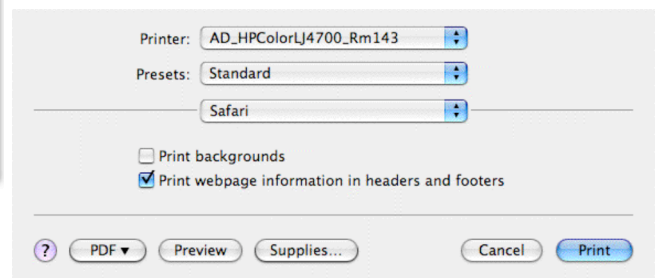
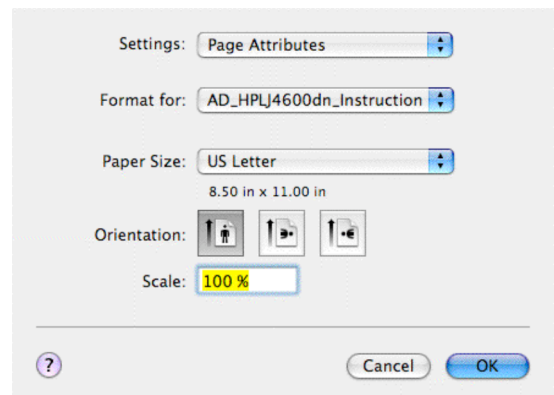
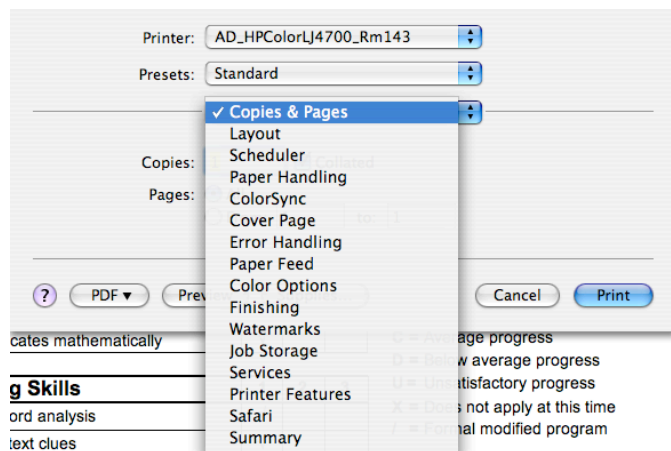
Arlington Heights School District 25  
Windsor School  
2006-2007  
Arlington Heights, Illinois

**Academic Progress Code**  
 A = Outstanding progress  
 B = Better than average progress  
 C = Average progress  
 D = Below average progress  
 U = Unsatisfactory progress  
 X = Does not apply at this time  
 / = Formal modified program

**Skills, Behavior and Effort Code**  
 + = Exceeds expectations  
 ✓ = Meets expectations  
 • = Developing toward expectations  
 - = Does not meet expectations

**14. Before you print, select File in the menu bar and Page Set-up. Make sure that a Printer is selected. Click OK.**

**15. Go to File, Print Largest Current Frame.**



**Click on the pop-up that says 'Copies & Pages.' Scroll down to Safari, if that is the browser you are using. If 'Print webpage information in headers and footers' is checked, click in the box to uncheck it. Progress Reports should not have URLs printed on the bottom of them!**

**16. To return to the Data Entry page, click on the AHSD 25 symbol. DO NOT USE THE BACK BUTTON! If you forget and use your back button in the browser, you will eventually have to logout and log back in (or quit your browser). Nothing was broken or lost.**

## 17. One more

button has  
been included  
on the

progress  
report. If you

click on  
Student Info,

you will be  
able to see the  
information

entered by  
your  
administrative

assistant on this student.

You can only read it; you  
cannot make any changes  
or deletions. To return to  
the student's progress  
report, click on Back to  
Report Card.

Student Name		K		Grade																																					
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Mrs. Carol Wells  
Teacher

Arlington Heights School District 25  
Olive-Mary Stitt School  
2006-2007  
Arlington Heights, Illinois

**Academic Indicators**

**Independent:** After a skill is taught, a student is able to perform the skill or activity independently.

**Developing:** The student is well on his or her way to mastery but is not consistently independent when applying the skill.

**Beginning:** The student has not mastered the objective and needs assistance from the teacher.

**X** The skill is not being evaluated at the time of reporting.

Formal modification to a program includes adjusting the learning goals and expectations to meet the needs of an individual. Usually another teacher is involved in modifying a child's program.

Formal Modified Program (✓ if modified)	1	2	3
Reading			
Writing			
Speaking and Listening			
Mathematics			

**Save**  
**Quit**  
**Edit**  
**Prev**  
**Next**  
**Back To Grades**  
**Print Layout**  
**Student Info**

Set Academic Q 1   Set Academic RESET Q 1  
Set Academic Q 2   Set Academic RESET Q 2  
Set Academic Q 3   Set Academic RESET Q 3

Records		Back to Report Card		Parent Info		Find		Perform Find		Find All		QUIT	
1		Sep 11, 2006											
ID #		Last Name		First Name		Middle Name		Birthdate		Grade		M/F Age	
y Ave.		y Ave.		y Ave.		y Ave.		y Ave.		y Ave.		y Ave.	
Street		Arlington Heights		IL		60004		Home Phone		Status		Active	
City		St		Zip				Teacher		C.Wells		Homeroom # K-1	
Preferred Name		Lineage		Team				Music Teacher				Art Teacher	
Find 1		Family ID#		Ethnicity		5 - White, Non-Hispanic		PE Teacher				ESL Teacher	
Child Per		Dist		Sch		Youngest Child		Home Language		Code		000	
Start Date This Yr		8/23/2006		Birthplace		Park Ridge, IL		Locker #				Locker combo	
End Date This Yr		6/6/2007		If not USA see also "Immigrant" on p2				PE Lock serial #				PE Locker combo	
Enter School Date (1st day of Attendance)		8/23/2006		Birth Certificate		X Legal Issue		Bus Route PU				Bus Route DO	
Enter District Date (1st day of Attendance)		8/23/2006		Birth Auth				Rides Bus				Rides Cab	
Leave Dist Date				SSN				Teacher File		Update Teacher			
Reason for Entry or leaving				Grad Year									
Multiple Entries				High School		Hersey HS							
Reported Health Info				Previous School									
Allergies													
Severe													

## Kindergarten

How do I enter grades?

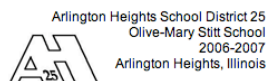
Click on the plain rectangular box next to the Academic Indicators.

The screen redraws and this format appears. Each of the pop-ups represents a grade. Click once again on the rectangular box and a pop-up appears.

Student Name	K	Grade	
<b>Reading</b>			
Names uppercase letters out-of-sequence.	1	2	3
Names lowercase letters out-of-sequence.			
Associates letters with the sounds they represent.			
Blends letter sounds to make words.			
Recognizes sight words.			
Makes predictions based on illustrations or parts of a story.			
Retells a familiar story in sequence.			
Connects information and events in stories to own experiences.			
<b>Writing</b>			
Uses pictures to express ideas.	1	2	3
Writes letters to imitate writing.			
Writes words phonetically.			
Writes words to express a complete thought (sentence).			
<b>Speaking and Listening</b>			
Listens attentively.	1	2	3
Takes turns speaking.			
Participates in class discussions related to a specific topic.			
Asks questions to clarify meaning.			
<b>Mathematics</b>			
Identifies six basic shapes. ○ □ △ ▭ ◇	1	2	3
Counts by 1s (up to 110 by the end of the year).			
Counts by 10s (up to 110 by the end of the year).			
Recognizes numerals out of sequence.			
Writes numerals as requested.			
Completes simple patterns.			
Counts objects using one-to-one correspondence.			

Mrs. Carol Wells

Teacher



### Academic Indicators

I	<b>Independent:</b> After a skill is taught, a student is able to perform the skill or activity independently.
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B	<b>Beginning:</b> The student has not mastered the objective and needs assistance from the teacher.
X	The skill is not being evaluated at the time of reporting.

Save
Quit
Edit
Prev
Next
Back To Grades
Print Layout
Student Info

Set Academic Q 1	Set Academic RESET Q 1
Set Academic Q 2	Set Academic RESET Q 2
Set Academic Q 3	Set Academic RESET Q 3

Formal modification to a program includes adjusting the learning goals and expectations to meet the needs of an individual. Usually another teacher is involved in modifying a child's program.

Formal Modified Program (✓ if modified)	1	2	3
Reading			
Writing			
Speaking and Listening			
Mathematics			

Student Name	K	Grade	
<b>Reading</b>			
Names uppercase letters out-of-sequence.	1	2	3
Names lowercase letters out-of-sequence.			
Associates letters with the sounds they represent.			
Blends letter sounds to make words.			
Recognizes sight words.			
Makes predictions based on illustrations or parts of a story.			
Retells a familiar story in sequence.			
Connects information and events in stories to own experiences.			
<b>Writing</b>			
Uses pictures to express ideas.	1	2	3
Writes letters to imitate writing.			
Writes words phonetically.			
Writes words to express a complete thought (sentence).			
<b>Speaking and Listening</b>			
Listens attentively.	1	2	3
Takes turns speaking.			
Participates in class discussions related to a specific topic.			
Asks questions to clarify meaning.			
<b>Mathematics</b>			
Identifies six basic shapes. ○ □ △ ▭ ◇	1	2	3
Counts by 1s (up to 110 by the end of the year).			
Counts by 10s (up to 110 by the end of the year).			
Recognizes numerals out of sequence.			
Writes numerals as requested.			
Completes simple patterns.			
Counts objects using one-to-one correspondence.			

Mrs. Carol Wells

Teacher



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Save
Quit
Edit
Prev
Next
Back To Grades
Print Layout
Student Info

Set Academic Q 1	Set Academic RESET Q 1
Set Academic Q 2	Set Academic RESET Q 2
Set Academic Q 3	Set Academic RESET Q 3

Formal modification to a program includes adjusting the learning goals and expectations to meet the needs of an individual. Usually another teacher is involved in modifying a child's program.

Formal Modified Program (✓ if modified)	1	2	3
Reading			
Writing			
Speaking and Listening			
Mathematics			



**To fill multiple cells at one time, select a grade that is reflective of most of the grades the student earned. Once you have selected the grade, release the pop-up and click on Set Academic Q1.**

Student Name	K	Grade	
<b>Reading</b>			
Names uppercase letters out-of-sequence.	1	2	3
Names lowercase letters out-of-sequence.	1	2	3
Associates letters with the sounds they represent.	1	2	3
Blends letter sounds to make words.	1	2	3
Recognizes sight words.	1	2	3
Makes predictions based on illustrations or parts of a story.	1	2	3
Retells a familiar story in sequence.	1	2	3
Connects information and events in stories to own experiences.	1	2	3
<b>Writing</b>			
Uses pictures to express ideas.	1	2	3
Writes letters to imitate writing.	1	2	3
Writes words phonetically.	1	2	3
Writes words to express a complete thought (sentence).	1	2	3
<b>Speaking and Listening</b>			
Listens attentively.	1	2	3
Takes turns speaking.	1	2	3
Participates in class discussions related to a specific topic.	1	2	3
Asks questions to clarify meaning.	1	2	3

Mathematics	1	2	3
Identifies six basic shapes. ○ □ △ ▭ ◇			
Counts by 1s (up to 110 by the end of the year).			
Counts by 10s (up to 110 by the end of the year).			
Recognizes numerals out of sequence.			
Writes numerals as requested.			
Completes simple patterns.			
Counts objects using one-to-one correspondence.			

Student Name	K	Grade	
<b>Reading</b>			
Names uppercase letters out-of-sequence.	1	2	3
Names lowercase letters out-of-sequence.	1	2	3
Associates letters with the sounds they represent.	1	2	3
Blends letter sounds to make words.	1	2	3
Recognizes sight words.	1	2	3
Makes predictions based on illustrations or parts of a story.	1	2	3
Retells a familiar story in sequence.	1	2	3
Connects information and events in stories to own experiences.	1	2	3
<b>Writing</b>			
Uses pictures to express ideas.	1	2	3
Writes letters to imitate writing.	1	2	3
Writes words phonetically.	1	2	3
Writes words to express a complete thought (sentence).	1	2	3
<b>Speaking and Listening</b>			
Listens attentively.	1	2	3
Takes turns speaking.	1	2	3
Participates in class discussions related to a specific topic.	1	2	3
Asks questions to clarify meaning.	1	2	3
<b>Mathematics</b>			
Identifies six basic shapes. ○ □ △ ▭ ◇	1	2	3
Counts by 1s (up to 110 by the end of the year).	1	2	3
Counts by 10s (up to 110 by the end of the year).	1	2	3
Recognizes numerals out of sequence.	1	2	3
Writes numerals as requested.	1	2	3
Completes simple patterns.	1	2	3
Counts objects using one-to-one correspondence.	1	2	3

Mrs. Carol Wells  
Teacher

Arlington Heights School District 25  
Olive-Mary Stitt School  
2006-2007  
Arlington Heights, Illinois

#### Academic Indicators

I	<b>Independent:</b> After a skill is taught, a student is able to perform the skill or activity independently.
D	<b>Developing:</b> The student is well on his or her way to mastery but is not consistently independent when applying the skill.
B	<b>Beginning:</b> The student has not mastered the objective and needs assistance from the teacher.
X	The skill is not being evaluated at the time of reporting.

Formal modification to a program includes adjusting the learning goals and expectations to meet the needs of an individual. Usually another teacher is involved in modifying a child's program.

Formal Modified Program (✓ if modified)	1	2	3
Reading			
Writing			
Speaking and Listening			
Mathematics			

Mrs. Carol Wells  
Teacher

Arlington Heights School District 25  
Olive-Mary Stitt School  
2006-2007  
Arlington Heights, Illinois

#### Academic Indicators

I	<b>Independent:</b> After a skill is taught, a student is able to perform the skill or activity independently.
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Formal modification to a program includes adjusting the learning goals and expectations to meet the needs of an individual. Usually another teacher is involved in modifying a child's program.

Formal Modified Program (✓ if modified)	1	2	3
Reading			
Writing			
Speaking and Listening			
Mathematics			

Save

Quit

Edit

Prev

Next

Back To Grades

Print Layout

Student Info

I

D

B

X

✓

Set Academic Q 1

Set Academic RESET Q 1

Set Academic Q 2

Set Academic RESET Q 2

Set Academic Q 3

Set Academic RESET Q 3

**The screen redraws again and your grades are entered. To change any one grade, click on the individual pop-up and choose another grade. If you realize that all the grades are wrong, click on Set Academic RESET Q1 and all the grades will be erased.**

**To set Skills and Behaviors grades on Page 2, click on the white rectangular box; choose a grade and select Set Behavior Q1.**

**Enter comments as you did before but any formatting you do in terms of**

**font, size, or color will not print.**

**To complete another Progress Report for another student, click on the button called Back to Grades. Click on the name of another student and repeat the process. Hint: Open the Text Edit app or Word or AppleWorks and write your generic comments for students there. Save your comments in that file. Personalize**

**within the actual progress report. Copy and paste back to your word processing document?**

**Save progress reports as .pdf files for your own records. These files are not editable but at least you have an electronic copy of it.**

Student Name	K	Mrs. Carol Wells
Grade		Teacher

Skills and behaviors that support learning	1	2	3
Follows school and classroom rules.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>
Demonstrates consistent effort.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>
Sustains attention to a task over a period of time.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>
Accepts responsibility.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>
Follows directions.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>
Uses class time appropriately.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>
Works cooperatively with others.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>
Handles conflict appropriately.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>

Behavioral Indicators	
S	Satisfactory
D	Developing
N	Needs Improvement

Set Behavior Q 1	Set Behavior RESET Q 1
Set Behavior Q 2	Set Behavior RESET Q 2
Set Behavior Q 3	Set Behavior RESET Q 3

Comments:

Student Name	K	Mrs. Carol Wells
Grade		Teacher

Reading	1	2	3
Names uppercase letters out-of-sequence.			
Names lowercase letters out-of-sequence.			
Associates letters with the sounds they represent.			
Blends letter sounds to make words.			
Recognizes sight words.			
Makes predictions based on illustrations or parts of a story.			
Retells a familiar story in sequence.			
Connects information and events in stories to own experiences.			






  

Writing	1	2	3
Uses pictures to express ideas.			
Writes letters to imitate writing.			
Writes words phonetically.			
Writes words to express a complete thought (sentence).			

Speaking and Listening	1	2	3
Listens attentively.			
Takes turns speaking.			
Participates in class discussions related to a specific topic.			
Asks questions to clarify meaning.			

Mathematics	1	2	3
Identifies six basic shapes.     			
Counts by 1s (up to 110 by the end of the year).			
Counts by 10s (up to 110 by the end of the year).			
Recognizes numerals out of sequence.			
Writes numerals as requested.			
Completes simple patterns.			

Academic Indicators	
I	<i>Independent: After a skill is taught, a student is able to perform the skill or activity independently.</i>
D	<i>Developing: The student is well on his or her way to mastery but is not consistently independent when applying the skill.</i>
B	<i>Beginning: The student has not mastered the objective and needs assistance from the teacher.</i>
X	<i>The skill is not being evaluated at the time of reporting.</i>

Set Academic Q 1	Set Academic RESET Q 1
Set Academic Q 2	Set Academic RESET Q 2
Set Academic Q 3	Set Academic RESET Q 3

Formal modification to a program includes adjusting the learning goals and expectations to meet the needs of an individual. Usually another teacher is involved in modifying a child's program.

Formal Modified Program (✓ if modified)	1	2	3
Reading			
Writing			
Speaking and Listening			
Mathematics			



## Primary

### Grades 1 and 2 Class list

Click on a name to go to the Progress Report for that student.

### How do I enter grades?

Click on the plain rectangular box below the Academic Progress Code.

The screen redraws and this format appears. Each of the pop-ups represents a grade.

Click once again on the rectangular box and a pop-up appears. To fill multiple cells at one time, select a grade that is reflective of most of the grades the student earned. Once you have selected the grade, release the pop-up and click on Set Academic Progress Code Q1. The screen redraws again and your grades are entered.

<h1>Grades 1-2</h1>		Main
Student Name		Quit
Instructor DHynek		
1	Kennedy	
2	na	
3	oseph	
4	yah	
5	Ethan	
6	, Kevin	
7	ryan	
8	aniel	
9	Samantha	
10	Margaret	
11	Nicholas	
12	, Sydni	
13	, Austin	
14	Nicholas	
15	Kyra	
16	n , Hannah	
17	abeth	
18	won	

2

Grade

Student Name

Grade

Mrs. Donna Hynek

Teacher

Arlington Heights School District 25

Westgate School

2006-2007

Arlington Heights, Illinois

Save

Quit

Edit

Prev

Next

Back To Grades

Print Layout

Student Info

Academic Progress Code

B = Beginning

The teacher has introduced the concept. The student is beginning to understand facts, concepts and/or principles to complete tasks, but requires teacher assistance.

D = Developing

The student is developing an understanding of facts, concepts, and/or principles to complete tasks and occasionally works independently.

I = Independent

The student is demonstrating a thorough knowledge of essential facts, concepts and/or principles relative to a topic and is applying knowledge and skills.

X = Does not apply at this time

I = Formal modified program (MP)

Behavior and Effort Code

++ Exceeds expectations

-- Does not meet expectations

+ Developing toward expectations

= Meets expectations

Set Academic Progress Code Q 1

RESET Q 1

Set Academic Progress Code Q 2

RESET Q 2

Set Academic Progress Code Q 3

RESET Q 3

Mathematics

1

2

3

MP

Effort

Numeration, counting and patterns

Operations and relations

Exploring data

Geometry

Measures and references frames

Money

Problem Solving

Communicates mathematically

Reading

1

2

3

MP

Effort

Applies phonetic skills

Uses context skills

Shows vocabulary growth

Demonstrates literal comprehension

Demonstrates inferential comprehension

Reads with expression and fluency

Reads independently

Communication Skills

1

2

3

MP

Effort

Expresses ideas orally

Expresses ideas in writing

Organizes ideas for writing

Applies punctuation and capitalization

Mrs. Donna Hynek

Teacher

Arlington Heights School District 25

Westgate School

2006-2007

Arlington Heights, Illinois

Save

Quit

Edit

Prev

Next

Back To Grades

Print Layout

Student Info

Academic Progress Code

B = Beginning

The teacher has introduced the concept. The student is beginning to understand facts, concepts and/or principles to complete tasks, but requires teacher assistance.

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The student is developing an understanding of facts, concepts, and/or principles to complete tasks and occasionally works independently.

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The student is demonstrating a thorough knowledge of essential facts, concepts and/or principles relative to a topic and is applying knowledge and skills.

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I = Formal modified program (MP)

Behavior and Effort Code

++ Exceeds expectations

-- Does not meet expectations

+ Developing toward expectations

= Meets expectations

Set Academic Progress Code Q 1

RESET Q 1

Set Academic Progress Code Q 2

RESET Q 2

Set Academic Progress Code Q 3

RESET Q 3

Social Science

1

2

3

MP

Effort

Communicates concepts and information

Participates in activities

Science/Health

1

2

3

MP

Effort

Communicates concepts and information

Participates in activities

Physical Education

1

2

3

MP

Effort

Communicates concepts and information

Participates in activities

Student Name	Grade			
		<b>Mathematics</b>		
MP		1	2	3
	Effort			
Numeration, counting and patterns				
Operations and relations				
Exploring data				
Geometry				
Measures and references frames				
Money				
Problem Solving				
Communicates mathematically				
		<b>Reading</b>		
MP		1	2	3
	Effort			
Applies phonetic skills				
Uses context skills				
Shows vocabulary growth				
Demonstrates literal comprehension				
Demonstrates inferential comprehension				
Reads with expression and fluency				
Reads independently				
		<b>Communication Skills</b>		
MP		1	2	3
	Effort			
Expresses ideas orally				
Expresses ideas in writing				
Organizes ideas for writing				
Applies punctuation and capitalization				

Arlington Heights School District 25  
Westgate School  
2006-2007  
Arlington Heights, Illinois

**Academic Progress Code**

**B = Beginning**  
*The teacher has introduced the concept. The student is beginning to understand facts, concepts and/or principles to complete tasks, but requires teacher assistance.*

**D = Developing**  
*The student is developing an understanding of facts, concepts, and/or principles to complete tasks and occasionally works independently.*

**I = Independent**  
*The student is demonstrating a thorough knowledge of essential facts, concepts and/or principles relative to a topic and is applying knowledge and skills.*

**X = Does not apply at this time**  
**I = Formal modified program (MP)**

**Behavior and Effort Code**

- + = Exceeds expectations
- = Does not meet expectations
- = Developing toward expectations
- √ = Meets expectations

Social Science	1	2	3
MP			
	Effort		
Communicates concepts and information			
Participates in activities			

Science/Health	1	2	3
MP			
	Effort		
Communicates concepts and information			
Participates in activities			

Physical Education	1	2	3

Student Name	<div><div></div>1</div>	Grade	<div><div></div>1</div>	Mrs. Judy Collar Teacher
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**Behavior Affecting Academic Progress and Social Development**

	1	2	3
Shows pride in work	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Listens attentively	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Uses class time wisely	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Works independently	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Assumes responsibility	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Follows classroom rules	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Follows school rules	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>

**Behavior and Effort Code**

+= Exceeds expectations  
 -= Does not meet expectations  
 ● = Developing toward expectations  
 √ = Meets expectations

	1	2	3
Completes work on time	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Follows oral and written directions	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Works cooperatively in a group	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Demonstrates positive attitude	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Organizes materials and assignments	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Exhibits caring and courteous behavior	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>
Respects rights and property of others	<div><div></div>+</div>	<div><div></div>+</div>	<div><div></div>+</div>

**Comments:**

**To complete another Progress Report for another student, click on the button called Back to Grades. Click on the name of another student and repeat the process. Hint: Open the Text Edit app or Word or AppleWorks and write your generic comments for students there. Save your comments in that file. Personalize within the actual progress report. Copy and paste back to your word processing document?**

Page 10

## Intermediate

### Grades 3-5

### Class List

Click on a name to go to the Progress Report for that student.

Grades 3-5			Main
			Quit
Student Name	Instructor	JLamich	
1 amie	Active		
2 Cullen	Active		
3 ta , Brice	Active		
4 'atrick	Active		
5 i , Lukas	Active		
6 nella	Delete		
7 , Jacob	Active		
8 olo , William	Active		
9 imes	Active		
10 y , Brian	Active		
11 ames	Active		
12 imee	Active		
13 it , Emily	Active		
14 Joseph	Active		
15 leana	Active		
16 ark	Active		
17 achel	Active		
18 nton	Active		
19 Alexander	Active		
20 , Ellen	Active		
21 vic , Peter	Active		
22 in , Jonathan	Active		
23 y , Laura	Active		
24 Luke	Active		
25 Hannah	Active		

### How do I enter grades?

Click on the plain rectangular box next to the Skills, Behavior, Effort Q1.

The screen redraws and this format appears. Each of the pop-ups represents a grade. Click once again on the rectangular box and a pop-up appears.

Student Name

Grade

4

MA-6

Mr. John Lamich

Teacher

Save

Quit

Edit

Prev

Next

Back To Grades

Print Layout

Student Info

Primary

KDG

Mathematics

1

2

3

MP

Academic Progress

Effort

Mathematics Skills

1

2

3

Understands concepts

Uses estimation skills

Uses problem solving skills

Knows and uses number facts accurately

Communicates mathematically

Reading

1

2

3

MP

Academic Progress

Effort

Reading Skills

1

2

3

Applies word analysis

Uses context clues

Shows vocabulary growth

Demonstrates literal comprehension

Demonstrates inferential comprehension

Recognizes story elements (setting, characters, problem, resolution)

Reads fluently

Reads independently

Communication

1

2

3

MP

Academic Progress

Effort

Oral Skills

1

2

3

Uses spoken language effectively

Communicates ideas and information

Asks and answers questions

Science/Health

1

2

3

MP

Academic Progress

Effort

Science/Health Skills

1

2

3

Understands concepts

Participates in activities

Applies scientific method

Social Science

1

2

3

MP

Academic Progress

Effort

Social Science Skills

1

2

3

Understands concepts

Locates and organizes information

Interprets maps, tables, graphs

Written Skills

1

2

3

Focus

Support/Elaboration

Organization

Applies language mechanics

Writes legibly

Learns spelling lists

Applies spelling skills

Set Skills, Behavior, Effort Q 1

Set Skills, Behavior, Effort Q 1 RESET

Set Skills, Behavior, Effort Q 2

Set Skills, Behavior, Effort Q 2 RESET

Set Skills, Behavior, Effort Q 3

Set Skills, Behavior, Effort Q 3 RESET

Mathematics

1

2

3

MP

Academic Progress

Effort

Mathematics Skills

1

2

3

Understands concepts

Uses estimation skills

Uses problem solving skills

Knows and uses number facts accurately

Communicates mathematically

Reading

1

2

3

MP

Academic Progress

Effort

Reading Skills

1

2

3

Applies word analysis

Uses context clues

Shows vocabulary growth

Demonstrates literal comprehension

Demonstrates inferential comprehension

Recognizes story elements (setting, characters, problem, resolution)

Reads fluently

Reads independently

Communication

1

2

3

MP

Academic Progress

Effort

Oral Skills

1

2

3

Uses spoken language effectively

Communicates ideas and information

Asks and answers questions

Science/Health

1

2

3

MP

Academic Progress

Effort

Science/Health Skills

1

2

3

Understands concepts

Participates in activities

Applies scientific method

Social Science

1

2

3

MP

Academic Progress

Effort

Social Science Skills

1

2

3

Understands concepts

Locates and organizes information

Interprets maps, tables, graphs

Written Skills

1

2

3

Focus

Support/Elaboration

Organization

Applies language mechanics

Writes legibly

Learns spelling lists

Applies spelling skills

Set Skills, Behavior, Effort Q 1

Set Skills, Behavior, Effort Q 1 RESET

Set Skills, Behavior, Effort Q 2

Set Skills, Behavior, Effort Q 2 RESET

Set Skills, Behavior, Effort Q 3

Set Skills, Behavior, Effort Q 3 RESET

**To fill multiple cells at one time, select a grade that is reflective of most of the grades the student earned. Once you have selected the grade, release the pop-up and click on Set Skills, Behavior, Effort Q1. The screen redraws again and your grades are entered.**

Student Name \_\_\_\_\_ Grade 4 4-JJ Teacher Mrs. Janet Joy

Arlington Heights School District 25  
Windsor School  
2006-2007  
Arlington Heights, Illinois

**Mathematics**

	1	2	3
MP			
Academic Progress			
Effort			

**Mathematics Skills**

	1	2	3
Understands concepts			
Uses estimation skills			
Uses problem solving skills			
Knows and uses number facts accurately			
Communicates mathematically			

**Reading**

	1	2	3
MP			
Academic Progress			
Effort			

**Reading Skills**

	1	2	3
Applies word analysis			
Uses context clues			
Shows vocabulary growth			
Demonstrates literal comprehension			
Demonstrates inferential comprehension			
Recognizes story elements (setting, characters, problem, resolution)			
Reads fluently			
Reads independently			

**Communication**

	1	2	3
MP			
Academic Progress			
Effort			

**Oral Skills**

	1	2	3
Uses spoken language effectively			
Communicates ideas and information			
Asks and answers questions			

**Science/Health**

	1	2	3
MP			
Academic Progress			
Effort			

**Science/Health Skills**

	1	2	3
Understands concepts			
Participates in activities			
Applies scientific method			

**Social Science**

	1	2	3
MP			
Academic Progress			
Effort			

**Social Science Skills**

	1	2	3
Understands concepts			
Locates and organizes information			
Interprets maps, tables, graphs			

**Written Skills**

	1	2	3
Focus			
Support/Elaboration			
Organization			
Applies language mechanics			
Writes legibly			
Leans spelling lists			
Applies spelling skills			

**Academic Progress Code**

A = Outstanding progress  
B = Better than average progress  
C = Average progress  
D = Below average progress  
U = Unsatisfactory progress  
X = Does not apply at this time  
/ = Formal modified program (MP)

**Skills, Behavior and Effort Code**

+ = Exceeds expectations  
✓ = Meets expectations  
- = Developing toward expectations  
- = Does not meet expectations

Set Skills, Behavior, Effort Q 1  
Set Skills, Behavior, Effort Q 2  
Set Skills, Behavior, Effort Q 3

**To change any one grade, click on the individual pop-up and choose another grade. If you realize that all the grades are wrong, click on Set Academic Progress Code RESET Q1 and all the grades will be erased.**

Student Name \_\_\_\_\_ Grade 4 MA-6 Teacher Mr. John Lamich

Arlington Heights School District 25  
Westgate School  
2006-2007  
Arlington Heights, Illinois

**Mathematics**

	1	2	3
MP			
Academic Progress			
Effort			

**Mathematics Skills**

	1	2	3
Understands concepts			
Uses estimation skills			
Uses problem solving skills			
Knows and uses number facts accurately			
Communicates mathematically			

**Reading**

	1	2	3
MP			
Academic Progress			
Effort			

**Reading Skills**

	1	2	3
Applies word analysis			
Uses context clues			
Shows vocabulary growth			
Demonstrates literal comprehension			
Demonstrates inferential comprehension			
Recognizes story elements (setting, characters, problem, resolution)			
Reads fluently			
Reads independently			

**Communication**

	1	2	3
MP			
Academic Progress			
Effort			

**Oral Skills**

	1	2	3
Uses spoken language effectively			
Communicates ideas and information			
Asks and answers questions			

**Science/Health**

	1	2	3
MP			
Academic Progress			
Effort			

**Science/Health Skills**

	1	2	3
Understands concepts			
Participates in activities			
Applies scientific method			

**Social Science**

	1	2	3
MP			
Academic Progress			
Effort			

**Social Science Skills**

	1	2	3
Understands concepts			
Locates and organizes information			
Interprets maps, tables, graphs			

**Written Skills**

	1	2	3
Focus			
Support/Elaboration			
Organization			
Applies language mechanics			
Writes legibly			
Leans spelling lists			
Applies spelling skills			

**Academic Progress Code**

A = Outstanding progress  
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**Skills, Behavior and Effort Code**

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✓ = Meets expectations  
- = Developing toward expectations  
- = Does not meet expectations

Set Skills, Behavior, Effort Q 1  
Set Skills, Behavior, Effort Q 2  
Set Skills, Behavior, Effort Q 3

**To set Academic Progress grades for the content areas, click in the box for that trimester next to the words 'Academic Progress.' The screen redraws and the pop-up format re-appears. Each of the pop-ups in the Academic Progress area includes these grades. Select a grade and release the pop-up.**

Student Name \_\_\_\_\_

**Mathematics**

	1	2	3
MP			
Academic Progress			
Effort			

**Reading**

	1	2	3
MP			
Academic Progress			
Effort			

**Academic Progress Code**

A = Outstanding progress  
B = Better than average progress  
C = Average progress  
D = Below average progress  
U = Unsatisfactory progress  
X = Does not apply at this time  
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**Skills, Behavior and Effort Code**

+ = Exceeds expectations  
✓ = Meets expectations  
- = Developing toward expectations  
- = Does not meet expectations

Set Skills, Behavior, Effort Q 1  
Set Skills, Behavior, Effort Q 2  
Set Skills, Behavior, Effort Q 3

## Skills,

## Behavior,

## and Effort

## Grades were

## 'set' at the

## same time as

## the content

## area Skills,

## Behavior and

## Effort grades

## were given.

## To change any

## of these, click

## in the cell and

## the screen

## redraws with

## the pop-up

## format.

## Enter

## comments as

## you did

## before but

## any

## formatting

## you do in

## terms of font, size, or color will not print.

Student Name \_\_\_\_\_ Grade 4

### Behavior Affecting Academic Progress and Social Development

	1	2	3
Shows pride in work	✓		
Listens attentively	✓		
Uses class time wisely	✓		
Works independently	✓		
Assumes responsibility	✓		
Follows classroom rules	✓		
Follows school rules	✓		

Mr. John Lamich  
Teacher

	1	2	3
Completes work on time	✓		
Follows oral and written directions	✓		
Works cooperatively in a group	✓		
Demonstrates positive attitude	✓		
Organizes materials and assignments	✓		
Exhibits caring and courteous behavior	✓		
Respects rights and property of others	✓		

### Skills, Behavior and Effort Code

+ = Exceeds expectations

✓ = Meets expectations

• = Developing toward expectations

- = Does not meet expectations

Student Name \_\_\_\_\_ Grade 4

### Behavior Affecting Academic Progress and Social Development

	1	2	3
Shows pride in work	✓		
Listens attentively	✓		
Uses class time wisely	✓		
Works independently	✓		
Assumes responsibility	✓		
Follows classroom rules	✓		
Follows school rules	✓		

Mrs. Janet Joy  
Teacher

	1	2	3
Completes work on time	✓		
Follows oral and written directions	✓		
Works cooperatively in a group	✓		
Demonstrates positive attitude	✓		
Organizes materials and assignments	✓		
Exhibits caring and courteous behavior	✓		
Respects rights and property of others	✓		

### Skills, Behavior and Effort Code

+ = Exceeds expectations

✓ = Meets expectations

• = Developing toward expectations

- = Does not meet expectations

### Comments:

November, 2006

Anna is a delight to have in the classroom. She is enthusiastic about her work and completes everything on time. Her report on American Indians was superb. She does need to be more consistent with spelling across all content areas. We will focus on building that skill in the next grading period.

Aliquam justonisl iaculisnon faucibusnon

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To complete another Progress Report for another student, click on the button called Back to Grades.

Click on the name of another student and repeat the process. Hint: Open the Text Edit app or Word or AppleWorks and write your generic comments for students there. Save your comments in that file. Personalize within the actual progress report. Copy and paste back to your word processing document?

Save progress reports as .pdf files for your own records. These files are not editable but at least you have an electronic copy of it.